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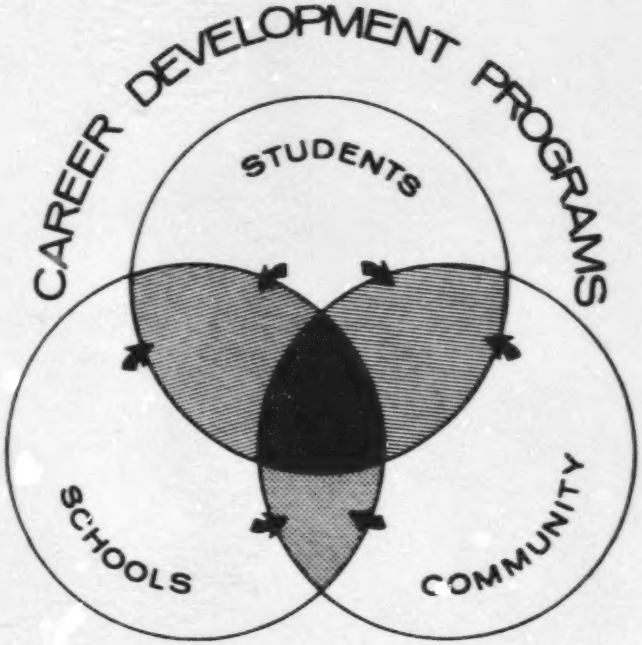
ABSTRACT

School/community service is a student volunteer program that is part of the career development programs of the San Mateo Union High School District. The purpose of the program is to assist students wishing to volunteer their services to schools and approved community agencies under adult guidance and supervision. The document presents the school/community service program management system designed to assist the local school teacher/coordinator in the organization and management of the program. It includes measureable objectives which detail the responsibilities of the teacher/coordinator and the students. The program uses a method of instruction that involves cooperative efforts of schools and volunteer community agencies. Students enrolled in this program may volunteer their services as: community aides, instructional aides, or school service aides. (Author/NJ)

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SAN MATEO UNION HIGH SCHOOL DISTRICT
SAN MATEO, CALIFORNIA

SCHOOL/COMMUNITY SERVICE PROGRAM

MANAGEMENT SYSTEM

San Mateo Union High School District

San Mateo, California

January, 1974

VT 102451

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SCHOOL / COMMUNITY SERVICE PROGRAM

INTRODUCTION

School/Community Service is a student volunteer program that is part of the Career Development Programs of the San Mateo Union High School District. The purpose of the program is to assist students to volunteer their services to schools and to approved community agencies under adult guidance and supervision.

The School/Community Service Program Management System is designed to assist the local school teacher/coordinator in the organization and management of the program. It describes the accountability and the information flow from the teacher/coordinator to the school principal or his designee, and to the superintendent or his designee.

The management system includes measurable objectives which detail the responsibilities of the teacher/coordinator and his students. The process identified in the management system will generate program evaluation data which will lead to more efficient planning, to program improvement, and to more effective placement of students in areas appropriate to their unique needs and desires.

The objectives in the management system are arranged into nine-week time frames to facilitate the collection of evaluation data at the same time as quarterly student grades are issued. Objectives which apply to specific dates or processes appear in a single time frame. Objectives which are continuing are repeated in each time frame.

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NEEDS ASSESSMENT

Modern technology and the increasing complexity of society has progressively removed young people from long-term contact with adults outside the family and the schools. Students who have not been employed, therefore, may have very narrow views of what it is like to relate to adults on an equal basis in a work setting. This has indicated the need for a program that will assist students to obtain these experiences within an educational framework.

Recognizing the needs, the San Mateo Union High School District, through the School/Community Service Program, is making it possible for students to utilize their elective time and after school hours to volunteer their services to schools and appropriate community agencies.

It is recognized that through volunteer nonpaid services, a student can have learning experiences which will enable him to develop a positive self-image, to recognize the interdependence of people, to value his cultural heritage, and to develop a commitment to a democratic society. Additionally, a student can have learning experiences which may contribute to career decision making while he is being of service to his peers and the community.

PROGRAM DESCRIPTION

The primary focus of the School/Community Service Program is to assist students to volunteer their services for the personal rewards inherent in serving. While serving, students are also involved in a working relationship with adults which provides them with valuable interpersonal growth experiences.

The School/Community Service Program uses a method of instruction that involves cooperative efforts of schools and volunteer community agencies to assist students in serving their fellow man while developing personal understanding through involvement in a volunteer capacity. Students enrolled in this program may volunteer their services as:

Community Aides serving in approved volunteer agencies in the community.

Instructional Aides assisting teachers with instruction or tutoring.

School Service Aides serving in schools in noninstructional positions.

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SCHOOL/COMMUNITY SERVICE PROGRAM OBJECTIVES

Objectives for the School/Community Service Program are indicated below. The School/Community Service Program will:

1. Enable students to gain satisfaction through service experiences
2. Help students to become aware of their position in society in relation to others
3. Help students to develop a sense of social awareness and of school and community responsibilities
4. Help students to discover their potential importance to others
5. Provide students with opportunities to form positive adult identification through volunteer experiences
6. Enable students to improve their skills in human relationships

District Goals and Expectancies. The School/Community Service Program objectives will assist each student, in terms of his potential, to attain the following San Mateo Union High School District goals and expectancies:

Educational Goals and Expectancies Receiving Primary Emphasis

3.0 *To understand and accept themselves and others*

- 3.2 Consider himself to be a worthwhile individual
- 3.4 Recognize the inherent worth of every individual
- 3.5 Take into account individual differences in people
- 3.6 Perceive the problems of others as being real and worthy of his concern
- 3.7 Recognize and assess the many roles people play in groups
- 3.8 Work with diverse groups and individuals to attain mutual goals
- 3.10 Examine his personal and long-range goals in relation to his evolving self-concept



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5.0 *To participate in the economic, political and social aspects of modern organized society*

5.9 Recognize the value to the individual and to society of voluntary services

10.0 *Use leisure time in individually and socially productive ways*

10.3 Use leisure time in ways that are satisfying to him and to the members of his peer and family groups

Educational Goals and Expectancies Receiving Secondary Emphasis

1.0 *To know the many forms in which communication occurs, and communicate effectively*

1.1 Comprehend that two-way understanding is necessary for effective communication to occur

1.3 Realize that he cannot relate to all people in the same manner or to the same degree

1.4 Evaluate the effectiveness of his communication with others

1.5 Communicate verbally and nonverbally in ways appropriate to the situation

1.7 Recognize and respect the feelings and expressions of others

1.8 Listen and respond to the expression of others

3.0 *To understand and accept themselves and others*

3.11 Evaluate and adjust his vocational and educational objectives in terms of knowledge about himself and the world of work

3.12 Assess and appraise his aptitudes, interests, and achievements in relation to vocational and individual objectives

4.0 *To be aware of and sensitive to value systems*

4.1 Be aware of his own value system and the influences which mold such systems

4.2 Realize that individuals with different value systems may solve common problems by working together



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6.0 *To apply the processes of problem solving*

- 6.1 Recognize and define the problem
- 6.2 Recognize and define techniques necessary for problem solving and decision making
- 6.3 Identify, gather, and use all available sources of information
- 6.5 Analyze the data
- 6.6 Determine and test alternative methods of solution
- 6.8 Organize and report data using written, verbal, modeling, drawing, or other appropriate means

7.0 *To have a comprehensive and accurate knowledge of the world of work*

- 7.1 Know about a wide variety of occupational fields and the required education and training necessary for entry-level employment and advancement in these fields
- 7.3 Recognize that occupational changes occur in a modern technological society
- 7.5 Make occupational choices in line with his interests and abilities, and in terms of the opportunities open to him
- 7.6 Relate effectively with individuals and groups with whom he comes into contact in the occupational field of his choice
- 7.7 Perceive the role and influence of organizations and government in the world of work
- 7.9 Recognize the dignity of all useful work
- 7.10 Use occupational information that is available to him
- 7.11 Recognize moral value systems related to the world of work

10.0 *Use leisure time in individually and socially productive ways*

- 10.5 Make full use of our national, state, and community resources for individual, family, and group recreational purposes

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ADMINISTRATION OF THE PROGRAM

The following board policy has been adopted for operation of the School/ Community Service Program:

Grade Placement--Students must be in Grade 10 or above in order to enroll. In special circumstances, 9th grade students may be enrolled with permission of the principal of their school of record.

Permission to Enroll--Written consent of the parent/guardian, the counselor, and the local teacher/coordinator is required in order for a student to enroll in the off-campus portion of the program. Enrollment in the on-campus portion of the program does not require written consent of the parent/guardian. The student must attend school for a minimum day, including School/Community Service, in order to enroll in off-campus or on-campus portions of the program. The minimum day requirement is not in effect during summer school.

Credit for the Program--Credits a student may earn toward graduation are limited by the following:

- A maximum of 5 units per semester may be earned. This maximum applies to the regular school year and to summer school.
- A maximum of 10 units may be earned at each volunteer position.
- A maximum of 30 semester units may be earned.
- A maximum of 50 semester units may be earned for any combination of Work Experience Education (Exploration, General, Vocational) and School/Community Service. Credit for Work Experience Education may be granted up to the limits established by the State of California, Title V, 1635:

. Career Exploration	20 units
. General	40 units
. Vocational	40 units
. Any Combination of These	40 units

- The principal may approve exceptions to the number of units a student may earn for participation in the School/Community Service Program if he determines that it is educationally beneficial to the student.
- Permission for a student to receive credit that exceeds the guidelines must be approved prior to enrollment, and must be filed with the student's permanent records.
- Students may enter and/or exit from the program at any time during the semester. The number of units a student may earn is based upon the hours he participates in the program, and upon administrative guidelines. One unit of credit may be earned for each 17 hours of service. A student must participate for a minimum of 85 hours in order to receive 5 credits. A maximum of 5 credits may be earned each semester or in summer school.

Grading Procedures--Student may elect to enroll in the program for credit or for no credit. A student may elect to receive a letter grade, a no mark, or a pass/fail grade. The alternative a student elects must be indicated at the time he enrolls in the program, and must be approved by the teacher/coordinator.

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The following administrative guidelines are provided in order to ensure that the School/Community Service Program meets uniform objectives throughout the district, while maintaining flexibility and maximum local autonomy.

Teacher/Coordinator to Student Ratio--The teacher/coordinator to student ratio will be established by the local school principal. Factors to be considered when establishing the ratio include:

- The number of students placed in off-campus stations.
- The number of students placed in on-campus stations.
- The district staffing allocation to the program of certificated and classified personnel.

Attendance Reporting--The local teacher/coordinator is responsible for attendance reporting of students placed in on-campus and off-campus volunteer stations.

Supervision and Evaluation--The local teacher/coordinator is responsible for supervision and evaluation of students and for ongoing evaluation of the on-campus and off-campus volunteer stations where they are placed. Evaluation will be in accordance with the procedure indicated in the School/Community Service Program Management System.

Establishing and Maintaining Volunteer Stations--The process to be followed in establishing volunteer stations is as follows:

- The principal or his designee will approve and establish on-campus volunteer stations.
- The principal or his designee will approve or disapprove School/Community Service off-campus volunteer stations that will be established according to the following criteria:
  - . The station must be in a nonprofit agency that has "adult and student volunteerism" as a part of its program.
  - . Volunteers must not be paid and must not replace paid employees.
  - . The station must provide a broad variety of experiences to volunteers.
  - . The station must provide reasonable adult supervision and guidance.
  - . The station must not be hazardous to volunteers.
  - . The station must be willing to enter into a cooperative educational program with the district.



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- Contacts for establishing volunteer stations, within the agreed upon geographical areas, will be made by local teacher/coordinators. Personnel from the Career Development Programs Office may assist in the establishment of volunteer stations.

- Each school will be responsible for establishing and maintaining off-campus volunteer stations located within their agreed upon geographical area. The local school principal will be responsible for assuring that community contacts for off-campus volunteer stations, that lie within the agreed upon geographical area served by his school, are coordinated with the other district high schools. As part of this responsibility, current job descriptions of off-campus volunteer stations will be maintained and transmitted to the Career Development Programs Office.

- The local teacher/coordinator will be responsible for supervision, evaluation, and transmittal of data on students from other schools who are placed at volunteer stations within his geographical area, unless other arrangements are mutually agreed upon.

- A job description that identifies the tasks to be carried out by the student at each volunteer position will be prepared in consultation with the station supervisor or other appropriate individuals.

- The job descriptions and other pertinent information about volunteer stations will be forwarded to the Career Development Programs Office.

- Off-campus volunteer stations will be reviewed each semester by the local teacher/coordinator to determine if the stations continue to meet School/Community Service Program criteria. Stations that do not appear to meet the criteria will be submitted to the principal for review. The Director of Career Development Programs may assist the principal in reviewing the stations that are in question.

Services that are Available--The local teacher/coordinator will be provided services in order to carry out the responsibilities detailed in the School/Community Service Program Management System. These services will come from Career Centers in the local schools and from the Career Development Programs Office. Services to be provided are indicated below:

- *Career Centers.* Refer to the management system for Career Planning and Placement Centers for the services that are available to the teacher/coordinator on the local level.

- *Career Development Programs Office.* Services from the Career Development Programs Office will be provided by a district coordinator who will be responsible for:

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- Assisting schools to establish volunteer stations
- Assisting local teacher/coordinators to accomplish their responsibilities
- Maintaining a list of approved off-campus volunteer stations and volunteer job descriptions
- Providing information and orientation about the program
- Meeting with the School/Community Service Curriculum Committee on a regularly scheduled basis
- Assisting in the preparation and distribution of necessary items, handbooks, brochures, manuals, and other materials
- Assisting in evaluation of the program according to the guidelines of the School/Community Service Program Management System
- Assisting in revising and updating the School/Community Service Program Management System
- Meeting with district, school, and community personnel as a representative for the district School/Community Service Program
- Coordinating the district program with the San Mateo County Volunteer Bureau to ensure their continued and active involvement with the program
- Providing leadership in coordination of the School/Community Service Program on the district level to ensure that the program operates smoothly with other programs, and that local teacher/coordinators receive the services that are necessary
- Assisting local teacher/coordinators and principals with planning for the operation of a School/Community Service Program during the summer
- Providing inservice education opportunities for local teacher/coordinators and administrators

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STUDENT TERMINAL PERFORMANCE OBJECTIVES

The terminal skills and behaviors associated with the School/Community Service Program are those knowledges, skills, and services related attitudes and behaviors that students will possess and can demonstrate as a result of having completed a minimum of one semester of School/Community Service.

1. The students will have performed a series of tasks, under direct supervision of responsible adults, designed to enable them to develop self-confidence and personal fulfillment through public service.

2. The students will have successfully completed volunteer service activities which enabled them to develop and try out skills in working with people of different age groups and backgrounds of experience.

3. The students will have contributed a minimum of 17 hours service at volunteer stations for each unit of credit that is earned.

4. In addition to the above-measurable product objectives, the students will have participated in various volunteer service activities which will have fostered the development of positive attitudes, feelings, beliefs, and values toward volunteer service. It is considered that participation in the process of volunteering their services will have enabled students to:

   - Become aware of their position in society in relation to others
   - Develop a sense of social awareness and of school and community responsibilities
   - Discover their potential importance to others
   - Form positive adult identification
   - Improve their skills in human relationships



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TEACHER/COORDINATOR OBJECTIVES

The teacher/coordinator objectives are designed to provide a framework and a procedure that will assist in management of the program and will assist students in accomplishing the performance objectives which apply to them. Each time frame covers a nine-week period. Objectives which apply only to a particular point in time appear in one time frame. Objectives that are continuing and apply to all time frames are repeated in each time frame. The teacher/coordinator objectives are organized into three sections:

- The first section contains the Operational Objectives that must be accomplished in order to operate the program, and to enroll students in the program.

- The second section contains the Volunteer Station Objectives that must be accomplished in order to place students in volunteer stations and to ensure that the experiences they have are meaningful.

- The third section contains the Optional Enrichment Objectives that may be utilized in order to assist students in identifying and completing learning activities that are selected on an optional basis.

In order to provide for necessary program management and to assist students in completing the performance objectives of the program, the teacher/coordinator will:

OPERATIONAL OBJECTIVES

	TIME FRAME 1	TIME FRAME 2
1. Conduct the School/Community Service Program in accordance with the goals and objectives as stated in the School/Community Service Program Management System. *Evaluation--Continuing*	___	___
2. Assist students to prepare and complete forms necessary for enrolling in the program. *Evaluation--Continuing. Forms are to be completed prior to enrollment.*	___	___
3. Enroll the number of students per teacher/coordinator hour that is indicated in the School/Community Service Program Management System. *Evaluation--Continuing*	___	___



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TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME	
	1	2
4. Ensure that all students, and other appropriate individuals, are properly oriented to the School/Community Service Program prior to enrolling them in the program, and prior to placing them in volunteer stations.		
Evaluation--Continuing	___	___
5. Place students in volunteer stations taking into consideration their indivdual abilities, needs, and desires.		
Evaluation--Continuing	___	___
6. Ensure that all students enrolled in the School/Community Service Program have had an orientation to the local school Career Center.		
Evaluation--Complete by the end of the 9th week	___	
7. Notify the counseling department of the students who have been accepted into the program or who have been dropped.		
Evaluation--Continuing. The procedure established in the school is to be followed.	___	___
8. Post and maintain regular office hours which will provide time for consultation and discussion with students and other individuals.		
Evaluation--Continuing	___	___
9. Consult with administrators, teachers, guidance personnel, and other appropriate individuals relative to the student and his volunteer service as needed.		
Evaluation--Continuing	___	___
10. Submit grading/credit reports to the designated individual in the local school.		
Evaluation--Complete prior to the end of each time frame.	___	___
11. Establish and maintain a system of records consistent with the laws and appropriate to the students' activities.		
Evaluation--Continuing	___	___
12. Meet with other district School/Community Service Program teacher/coordinators on a regularly scheduled basis.		
Evaluation--Continuing	___	___



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TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME 1	TIME FRAME 2
13. Assist in planning and participate in inservice education opportunities appropriate for School/Community Service Program personnel. *Evaluation--Minimum of 2 hours per semester*		
14. Provide consultive services to local school and district personnel who are involved in establishing programs that might include volunteer activities for students with special needs. *Evaluation--Continuing*		
15. Assist in developing and maintaining contacts with individuals, organizations, and agencies which may contribute to the School/Community Service Program. *Evaluation--Continuing*		
16. Provide for program promotion in the community and in the local school. *Evaluation--Continuing*		
17. Engage in student recruitment activities for the regular school year and for summer school. *Evaluation--Continuing*		
18. Prepare a proposed budget for the School/Community Service Program in the local school. *Evaluation--Submit the proposed budget to the designated individual on the date requested*		
19. Arrange volunteer station visitations by parents, teachers, counselors, and administrators as requested. *Evaluation--Continuing*		
20. Conduct a student and volunteer station supervisor evaluation of the program using forms provided in the appendix. *Evaluation--Tabulate the responses and provide copies to the local schools and to the Career Development Programs Office. Complete as needed by the local school and the Career Development Programs Office.*		

Form

SCHOOL/COMMUNITY SERVICE PROGRAM
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME 1	2
21. Prepare an evaluation of the program using the Narrative Report form provided in the appendix and the procedure described in the evaluation section of School/Community Service Program Management System.		
Evaluation--Complete by the end of the 9th and 17th weeks	___	___
22. Submit evaluation reports to the principal or his designee.		
Evaluation--Complete by the end of the 9th and 17th weeks	___	___
23. Participate in revising and rewriting the School/Community Service Program Management System to ensure that it is responsive to the needs of the program and the students.		
Evaluation--Complete by the end of the 17th week	___	___
24. Assist students who elect optional enrichment objectives to develop and fulfill their contracts.		
Evaluation--Continuing	___	___
VOLUNTEER STATION OBJECTIVES--OFF-CAMPUS AND ON-CAMPUS		
25. Establish and maintain sufficient volunteer stations so that all students accepted in the program are properly placed.		
Evaluation--Continuing	___	___
26. Establish and maintain, at the local school, a file of all off-campus volunteer station job descriptions in the district. Job descriptions must include the tasks the student will carry out at the station, the location of the station, and the name of the contact person for the station.		
Evaluation--Continuing	___	___
27. Submit all job descriptions for off-campus volunteer stations to the Career Development Programs Office.		
Evaluation--Continuing	___	___
28. Maintain contact with teacher/coordinators from other schools and with the Career Development Programs Office in order to avoid duplication of coordination efforts and unnecessary contact of volunteer station supervisors.		
Evaluation--Continuing	___	___

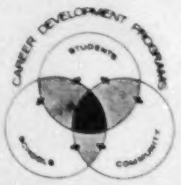
Form



SCHOOL/COMMUNITY SERVICE PROGRAM
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME 1	2
29. Enroll qualified students in the program at any time during the semester if volunteer stations are available and if enrollment does not exceed the maximum indicated in the School/Community Service Program Management System.		
Evaluation--Continuing	___	___
30. Organize and maintain pupil personnel records of student assignments, including but not limited to, names and telephone numbers of individuals responsible for supervision at the volunteer stations.		
Evaluation--Continuing	___	___
31. Arrange for students to have placement interviews at volunteer stations prior to placement.		
Evaluation--Continuing	___	___
32. Ensure that the tasks, duties, and responsibilities students carry out at volunteer stations are in agreement with the job descriptions which describe student activities at the stations.		
Evaluation--Continuing	___	___
33. Arrange with volunteer station supervisors to provide learning experiences which will assist students to understand and comply with the required standards for dress, grooming, and performance of duties at stations where they are placed.		
Evaluation--Continuing	___	___
34. Assist volunteer station supervisors to plan activities that will require students to assume increasing levels of responsibility.		
Evaluation--Continuing	___	___
35. Arrange for learning experiences which will enable students to identify and try out the interpersonal behaviors which are required for success at the volunteer station.		
Evaluation--Continuing	___	___
36. Ensure that students placed as community and instructional aides have learning experiences which meet the objectives of the School/Community Service Program.		
Evaluation--Continuing	___	___

Form



SCHOOL / COMMUNITY SERVICE PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME 1	TIME FRAME 2
37. Meet and confer with all volunteer station supervisors with whom students are placed to evaluate student performance. *Evaluation--Continuing. A minimum of once each time frame.*	___	___
38. Observe the students at their volunteer stations on a regular basis. *Evaluation--Continuing. Minimum of once each time frame.*	___	___
39. Assist students to have evaluation conferences with their volunteer station supervisors when necessary. *Evlauation--Continuing*	___	___
40. Confer with students who are not meeting volunteer station performance requirements and responsibilities. *Evaluation--Continuing. Records will be kept of student interviews.*	___	___
41. Reassign or drop from the School/Community Service Program those students who are not meeting the requirements and responsibilities of the volunteer stations where they are placed. *Evaluation--Continuing. Records of interviews, transfers, and drops will be kept.*	___	___
42. Meet and confer with the students enrolled in the program to evaluate their performance. *Evaluation--Complete prior to the end of the 17th week*		___
43. Ensure that inservice training activities are provided in order to prepare students who volunteer as school service aides to perform the duties associated with the station where they are placed. *Evaluation--Complete prior to the end of the 1st week of placement at a station*	___	___
44. Provide students with career planning assistance through the staff and facilities of the local Career Center. *Evaluation--Continuing*	___	___



SCHOOL/COMMUNITY SERVICE PROGRAM

TEACHER/COORDINATOR OBJECTIVES

TIME FRAME

1	2

OPTIONAL ENRICHMENT OBJECTIVES

The following objectives may be utilized by the teacher/coordinator as a means of enriching the experiences gained by students in the School/Community Service Program. These objectives are related to *personal growth and satisfaction, success on the volunteer job, career and educational planning, and occupational search and application.* They are concerned with assisting students to fulfill the secondary goals and educational expectancies of the program. The teacher/coordinator may elect to use all, part, or none of the objectives indicated below. Additional enrichment objectives may be developed by the teacher/coordinator and/or students in order to assist students to fulfill their unique needs while enrolled in a volunteer program.

45. Develop individual contracts with students who elect to do optional enrichment objectives.

    Evaluation--Contracts will be kept on file ___ ___

46. Select or develop enrichment activities to assist students to meet secondary goals and expectancies of the program.

    Evaluation--Continuing. Records will be maintained. ___ ___

47. Make arrangements through the local Career Center for speakers, field trips, and enrichment activities which utilize community resources.

    Evaluation--Continuing. Records will be maintained. ___ ___

48. Provide students with assistance in career/educational planning, and with the decision-making process.

    Evaluation--Continuing. Records will be maintained. ___ ___

49. Assist students to examine the courses offered in their schools in order to determine how the curriculum may relate to the duties and responsibilities of the volunteer stations where they are placed.

    Evaluation--Continuing. Records will be maintained. ___ ___

50. Provide learning experiences which will enable students to acquire the knowledge and develop the skills necessary for conducting a job search, correctly filling out employment applications, and participating in employment interviews.

    Evaluation--Continuing. Records will be maintained. ___ ___



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TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME	
	1	2
51. Arrange for students to take occupational interest inventories and aptitude batteries as needed for career planning.		
Evaluation--Continuing. Records will be maintained.		
52. Consult with administrators, teachers, guidance personnel, and other appropriate individuals relative to the students and their career/educational goals.		
Evaluation--Continuing		



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STUDENT OBJECTIVES

TIME FRAME

1	2

The student objectives are designed to provide a framework and a procedure that will assist students to fulfill the management requirements and the student performance objectives of the School/Community Service Program. The student objectives are organized into three sections:

- The first section contains the Operational Objectives that students must complete in order to enroll in the program, and to obtain placement at volunteer stations.
- The second section contains the Volunteer Station Objectives that students must complete in order to fulfill station duties and responsibilities.
- The third section contains the Optional Enrichment Objectives from which students may elect, in consultation with the teacher/coordinator, to fulfill learning activities that are selected on an optional basis.

OPERATIONAL OBJECTIVES

Each student enrolled in the School/Community Service Program will:

1. Prepare and submit the forms necessary for enrolling in the program.

   Evaluation--Complete prior to enrollment — —

2. Attend and participate in orientation sessions about the program and about the volunteer stations.

   Evaluation--Complete prior to placement in a volunteer station — —

3. Attend and participate in meetings that are scheduled by the teacher/coordinator for the purpose of fulfilling objectives of the program.

   Evaluation--Meet as scheduled by the teacher/coordinator — —

VOLUNTEER STATION OBJECTIVES--OFF-CAMPUS AND ON-CAMPUS

Each student enrolled in the School/Community Service Program will:

4. Discuss the job description, responsibilities, and station regulations with the volunteer station supervisor in order to obtain proper orientation to the volunteer station.

   Evaluation--Complete prior to placement in a volunteer station — —

SCHOOL / COMMUNITY SERVICE PROGRAM

STUDENT OBJECTIVES

	TIME FRAME 1	TIME FRAME 2
5. Arrive promptly at the volunteer station on the scheduled days and perform the agreed upon duties to a satisfactory level.		
Evaluation--Submit time sheets and satisfactory volunteer station evaluation forms as required by the teacher/coordinator	___	___
6. Discuss with the volunteer station supervisor, and the teacher/coordinator, any changes needed in the agreed upon tasks in the job description.		
Evaluation--Continuing	___	___
7. Notify the volunteer station supervisor in case of absence.		
Evaluation--Obtain a satisfactory rating on the volunteer station evaluation form	___	___
8. Accept supervision and suggestions from the volunteer station supervisor and the teacher/coordinator.		
Evaluation--Obtain a satisfactory rating on the volunteer station evaluation form	___	___
9. Discuss confidential information about the volunteer station and its clients only with authorized volunteer station personnel and/or the teacher/coordinator when appropriate.		
Evaluation--Obtain a satisfactory rating on the volunteer station evaluation form	___	___
10. Demonstrate reliability and a willingness to learn and assume new tasks while at the volunteer station.		
Evaluation--Obtain a satisfactory rating on the volunteer station evaluation form	___	___
11. Contribute a minimum of 17 hours of service at a volunteer station for each one unit of credit earned.		
Evaluation--Submit completed time sheets as required by the teacher/coordinator	___	___
12. Have an evaluation conference with the volunteer station supervisor.		
Evaluation--Complete prior to the 9th and 17th weeks of the semester	___	___



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STUDENT OBJECTIVES

	TIME FRAME 1	2
13. Complete and submit forms necessary for evaluating the volunteer station.		
Evaluation--Complete and submit the student evaluation forms as required by the teacher/coordinator	___	___

OPTIONAL ENRICHMENT OBJECTIVES

The following objectives may be selected by students in consultation with the teacher coordinator, as a means of enriching the volunteer experiences gained by students in the School/Community Service Program. These objectives are related to *personal growth and satisfaction, success on the volunteer job, career and educational planning, occupational search and application.* They are concerned with assisting students to fulfill their individual needs and the secondary goals and educational expectancies of the program. Students may elect to use all, part, or none of the objectives indicated below. Additional enrichment objectives may be developed by students and/or teacher/coordinators in order to assist students to fulfill their unique needs while enrolled in a volunteer program. Additional assistance in selecting enrichment experiences is available from personnel in local Career Centers.

Students who wish to elect from among the following examples of optional enrichment objectives, or from other appropriate activities, agreed to by the teacher/coordinator, will develop an individual contract with the teacher/coordinator and will:

Personal Growth and Satisfaction

14. Prepare and submit a summary of personal feelings and satisfaction gained through volunteer service.		
Evaluation--Complete as agreed in the student contract	___	___
15. Describe a minimum of three adult employment responsibilities observed that were most appealing, and three that were least appealing.		
Evaluation--Complete as agreed in the student contract	___	___
16. Conduct a study to determine how productive work can satisfy man's basic needs for personal fulfillment.		
Evaluation--Complete as agreed in the student contract	___	___

SCHOOL / COMMUNITY SERVICE PROGRAM

STUDENT OBJECTIVES

	TIME FRAME 1	2
Success on the Volunteer Job		
17. Participate in a volunteer station orientation meeting with the teacher/coordinator and at least one volunteer station sponsor. Based upon the meeting and upon personal experiences gained at a volunteer station, identify and list examples of behaviors and attitudes which are essential to successful performance at the volunteer station.		
Evaluation--Complete as agreed in the student contract	___	___
18. Participate in a small group session with the teacher/coordinator to discuss or role-play situations which portray behaviors and attitudes necessary for success in the work environment.		
Evaluation--Complete as agreed in the student contract	___	___
19. Identify the role expectations of the public served in the volunteer station assignment.		
Evaluation--Complete as agreed in the student contract	___	___
Career and Educational Planning		
20. Examine the instruction received in other classes and describe how these classes have contributed to improved performance at the volunteer station.		
Evaluation--Complete as agreed in the student contract	___	___
21. Use the various materials available in the Career Planning and Placement Center to select two related occupations which are of interest, and determine which has the greatest opportunity for immediate employment and for employment five to ten years in the future.		
Evaluation--Complete as agreed in the student contract	___	___
22. Survey the training and educational opportunities beyond high school by doing <u>one</u> of the following:		
- Meet with appropriate personnel in the Career Planning and Placement Center and obtain assistance in investigating schools or programs that provide training or advanced educational opportunities in an occupational area selected by the student. List sources used and schools or programs found to be adequate.		

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STUDENT OBJECTIVES

	TIME FRAME 1	2
- Visit an occupational program at a local community college. Examine one of the courses offered in the program and report the ways it helps to prepare an individual for entry-level employment.		
- Investigate an on-the-job training program offered by business or industry. Report why on-the-job training may be more advantageous than training received in a school program.		
- Investigate the opportunities for education and training offered in one of the military services. Report the ways it may prepare an individual for civilian employment.		
Evaluation--Complete as agreed in the student contract	___	___
23. Investigate the requirements and opportunities of an occupation within an occupational cluster and compare them to his personal potential and expectations by completing at least <u>two</u> of the following:		
- Fill out a self-inventory fact sheet and discuss it with the teacher/coordinator.		
- Take an occupational interest inventory and discuss the results with the teacher/coordinator.		
- Take a general or specific aptitude test and discuss the results with the teacher/coordinator.		
- Use the SRA Occupational Exploration Kit as a self-assessment tool and discuss the results with the teacher/coordinator.		
Evaluation--Complete as agreed in the student contract	___	___
24. List the titles of elective and required courses that he has taken or plans to take which will help him to assume the duties and responsibilities in an anticipated occupational choice.		
Evaluation--Complete as agreed in the student contract	___	___
<u>Occupational Search and Application</u>		
25. Research a specific occupation by doing at least <u>one</u> of the following:		
- Refer to guidance briefs, pamphlet collections, booklets, and other materials located in the Career Planning and Placement Center.		

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STUDENT OBJECTIVES

	TIME FRAME 1	TIME FRAME 2
- View and/or listen to films, filmstrips, slide collections, and records located in the Career Planning and Placement Center.		
- Read the "Help Wanted" section of a local newspaper (i.e., San Mateo Times or the Chronicle) for a week to determine the employment potential of a specific occupation.		
Evaluation--Complete as agreed in the student contract	___	___
26. Interview an employer in a business/industry in which the student is interested.		
Evaluation--Complete as agreed in the student contract	___	___
27. Fill out a job application form.		
Evaluation--Complete as agreed in the student contract	___	___
28. Participate in a simulated or actual job interview.		
Evaluation--Complete as agreed in the student contract	___	___
29. View a film, filmstrip, or slide presentation related to job application and interview.		
Evaluation--Complete as agreed in the student contract	___	___

Form 2



SCHOOL/COMMUNITY SERVICE PROGRAM

EVALUATION PROCEDURE

The School/Community Service Program will follow an information collection cycle with data being gathered at the 9th and 17th weeks of each semester. The teacher/coordinator is responsible for gathering, preparing, and submitting evaluation data that are based upon objectives indicated in the School/Community Service Program Management System.

At the 9th and 17th weeks of the semester, the teacher/coordinator will review each of the objectives indicated in the management system on Form 1 (Teacher/Coordinator Objectives) and Form 2 (Student Objectives) in order to determine the degree to which each objective was accomplished. The degree of accomplishment should be indicated in the time frame space on the forms. On Form 3 (the Narrative Report) the teacher/coordinator will indicate the reason for partial or nonaccomplishment of objectives. Constraints and problems encountered should be included in the report along with suggestions for revision and/or modification of the program, and the School/Community Service Program Management System. The final report, prepared and submitted at the end of the 17th week of the semester, should be a compilation of data gathered at the 9th and the 17th weeks.

The time line is intended to provide for program monitoring, and to ensure that evaluation data are available for use in order to improve the program. The table below indicates the time line to be followed, the forms to be used in the evaluation, and the dissemination of the report.

Time Line	Form Number	Dissemination of Report
9th Week	#1--Teacher/Coordinator Objectives #2--Student Objectives #3--Narrative Report	Local school - Principal or Designee
17th Week	#1--Teacher/Coordinator Objectives #2--Student Objectives #3--Narrative Report	Local school - Principal or Designee District - Superintendent or Designee

Final evaluation reports on the School/Community Service Program will be utilized to determine the type and level of support needed for the program on the district and the local school level.

The School/Community Service Program Management System will be revised and updated on a yearly basis, or as needed. Changes in the management system will be based upon student and program needs as indicated in the evaluation reports that are prepared by local teacher/coordinators and upon input from other appropriate individuals.

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APPENDIX

Additional forms and related items necessary for operation of the School/Community Service Program will be included in the appendix at a later date.



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NARRATIVE REPORT